

# Cleveland Educational Support Center

---

## **School Psychologist in Cleveland Region (SPICR) Meeting Minutes December 5, 2004**

**Present:** Katrina Ayres, Shannon Batchelor, Dan Belding, Shanna Bowers, Christy Bryce, Leann Coffman, Amanda Collins, Shelly Decker, Laura Dinning, Celeste Hinton, Karin Holland, Renee Kessler, Gail Lock, Nancy Moore, Shanna Paul, Vivian Secrets, Shelly Tisdale, Rachel Wetton, Annelle White, & Stacy Wolfe.

### **Brief Presentations:**

Leann Coffman & Shelly Decker on Russell Barkley ADHD workshop – Provided handout from workshop. Dr. Barkley stated that there is a shift in the theory that it is a developmental disorder. New subtype - SCT type (sluggish). Attentive type - may be renamed as poor memory. Hyperactive symptoms are the first to emerge, and the first to decrease. Some doctor's doing scans to check blood flow to brain and can tell from that. It appears that frontal lobes aren't working properly. Tests expensive. For student on stimulants, brain's blood flow appears normal. Biggest prediction of ADHD is whether parents experienced it (genetics).

ADHD students don't develop inhibitions and self-control. He emphasized the need for external motivators that will be needed long term. May never stop. Most success when behavior management taught at a young age. Grade retention does not work. Medications were effective. Student with ADHD are very high maintenance kids.

Christy Bryce on Sixth Sense Lesson & Check/Connect Program – Provided a handout on "Sixth Sense" Lesson. The sixth sense is the ability to read social cues of others. This program is a lesson to teach typical kids what autism is so that they may better understand a peer with this disability.

Check/Connect Program – This program is for kids that would fall into the targeted category for interventions noted in school wide discipline programs. A resource for this program is the book, Responding to Problem behaviors in Schools. In this program, the student is assigned to an at-risk mentor. This mentor could be an instructional assistant or teacher. The student is scheduled to check in with their assigned mentor three times per day (at beginning, during day, and at end of the day). The relationship or connection is what makes the success of this program. The school district has referral forms for student to access the program. It works best for students who will benefit from adult attention. Probably not successful for ODD kids.

Gail Lock & Vivian Secrest on BIP & FBA forms - Passed out various forms including Critical Incident Logs, FBA worksheet, and Behavior Plan formats to group.

**Business Meeting:**

KAPS Update – Dr. Jim Batts reported that Stanford Binet tables have been emailed to Chris Thacker at KDE. Start checking to see if posted at KDE website.

He also discussed using VCI or PRI as opposed to FSIQ on the WISC-IV. The Index score in isolation does not adequately represent intelligence. Discussed the need for a position paper on NCLB. NASP now has E-Communities for KY. Can access on NASP website, if member. Developing a quarterly KY Newsletter to be modeled after the NASP Communiqué.

Case study- a specific case was reviewed for input from group.

Defining “Adversely Affect s on educational Performance” a handout - The group discussed the article’s review of national court cases where this concept was an issue. Article stressed that it should be reviewed on an individual basis and the need for a report to look different when the question is eligibility for EBD (e.g. evidence to support adverse affect, no single procedure as sole determining factor, evidence over a long period of time & to a marked degree & across settings). Education has been defined as more than academics, but also includes peer- peer interactions, student – adult interactions, group interactions, interpersonal skills, and internal factors. Components of a defensible assessment should include anecdotal records from teachers, interviews & rating scales from teacher parents & self, observations of the student in more than one setting and more than one activity, work samples and classroom performance products, and projective instruments.

Intervention/Recommendation Notebook – Several persons indicated that they never received a copy. Deb to make CDs or email as attachment.

The new Clinical Education Complex was spot lighted in a press release this week. Gift from Preston Family Foundation of \$500,000 was announced along with some other gifts. Phase I of project was obtaining a building site, which has been completed and located on Adams Street. Phase II will be renovation and expansion of the building with targeted opening date set for August. The building’s architectural designs were unveiled. Phase III will be establishing an endowment to fund operations. Actual services to be provided were described as a work in progress. Some services are known since divisions (e.g. Kelly Autism Program, Speech Clinic, Family Counseling, Acquired Brain Injury, & Early Childhood Development) are currently in operation, but housed separately. Services may be expanded as clinic operations get underway, but it is currently unknown at this time.

Concluded with round table district happenings.

**Next Meeting:** February 18 at Mariah’s

Agenda: Karin Holland on Writing with Symbols & 1, 2, 3 Magic Program  
Amanda Collins & Shanna Paul on Reevaluations, Record Reviews, and  
Intervention Assistant teams.